



STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING




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September 25, 2008

**MEMORANDUM**

**TO:** State Board of Education

**FROM:** Michael P. Flanagan, Chairman 

**SUBJECT:** Presentation on the Michigan Mathematics Program Improvement Initiative

Utilizing resources provided under the Individuals with Disabilities Education Act (IDEA) State Improvement Grant (SIG), awarded to the Department in 2003, the Michigan Mathematics Program Improvement (MMPI) provides professional support for both special and general education teachers of students with disabilities who are participating in the Michigan Educational Assessment Program (MEAP) test, grades 3-8. The MMPI provides district and school teams with instructional tools and strategies tied directly to the Grade Level Content Expectations (GLCEs) in order to raise the achievement level for all students, as well as to meet AYP goals for special education subgroups.

Project materials include workshop activities, instructional sequences, diagnostic inventories, intervention lessons, and a model for instructional planning. The Department's curriculum and assessment documents for general and special education are included in this work. While the MMPI's specific focus is to address the achievement of students with disabilities, the universal design of the products and tools are relevant to a much broader audience.

The initiative originated with the Office of Special Education and Early Intervention Services (OSE/EIS), which has collaborated with the Office of School Improvement, the Office of Educational Assessment and Accountability, Intermediate School Districts, Math and Science Centers, local educational agencies and several Institutes of Higher Education (IHEs). Current pilot districts are documenting increased instructional effectiveness and student achievement.

The SIG funds are ending; however, the initiative will continue to be supported through IDEA grant funds awarded to the Department. Collaboration across Offices within the Department, involvement of Intermediate School Districts in the pilots, and support and involvement of other entities such as Math and Science Centers and IHEs have created a critical mass to support continued implementation.

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